**Checklist Scenario**

Second graders are involved in a unit study about animal adaptation. The unit engages students in an inquiry cycle that begins with the selection of an animal from a particular habitat. The student asks questions related to the theme of adaptation and indentifies resources that might answer those questions. The final task will be to create a riddle book that includes clues about the animal and a picture of the animal adapting to its habitat. After sharing their riddle books with research buddies, the students will display their books in the library media center so that other children can enjoy and respond to them.

**The Task:**

1. Identify the standard being addressed from either the *Standards from the 21st Century Learner* OR *ISAIL*.

2. Develop a checklist to assess student performance

From

Harada, Violet H. and Joan M. Yoshina. *Assessing Learning: Librarians and Teachers as Partners*. Westport, CT: Libraries Unlimited. 2005. Print. p.21

**Rubric Scenario**

After learning about freedom as a theme that runs through American history, eighth graders are studying how the First Amendment to the Constitution protects freedoms of Americans.

They are given the following assignment:

We will be holding a constitutional convention in which you will be defending one of the freedoms guaranteed by the First Amendment and explain why we need to be vigilant in order to protect it. You will make speeches to the delegation in which you address a current situation that challenges one of these freedoms. In your presentations you should include some historical background and explain how the freedom affects our own lives and the larger society in which we live. Finally, you should suggest what can and should be done to protect the freedoms guaranteed by the constitution.

The inquiry process to work on the assignment includes selecting a topic, generating questions, and gathering information. Through observation it becomes apparent that students are proficient at accessing information and that the information being gathered is general, not addressing specific research questions. Not taking seems to be a skill lacking.

**The TASK**: Design a rubric with no more than 4 categories to address note-taking.

Adapted from

Harada, Violet H. and Joan M. Yoshina. *Assessing Learning: Librarians and Teachers as Partners*. Westport, CT: Libraries Unlimited. 2005. Print. p.25-26

**Rating Scale Scenario**

After learning about freedom as a theme that runs through American history, eighth graders are studying how the First Amendment to the Constitution protects freedoms of Americans.

They are given the following assignment:

We will be holding a constitutional convention in which you will be defending one of the freedoms guaranteed by the First Amendment and explain why we need to be vigilant in order to protect it. You will make speeches to the delegation in which you address a current situation that challenges one of these freedoms. In your presentations you should include some historical background and explain how the freedom affects our own lives and the larger society in which we live. Finally, you should suggest what can and should be done to protect the freedoms guaranteed by the constitution.

**THE TASK:**

Using the following instructional targets – knowledge/understanding, inquiry and independent learning skills, and presentation – develop a rating sheet for the project.

Adapted from

Harada, Violet H. and Joan M. Yoshina. *Assessing Learning: Librarians and Teachers as Partners*. Westport, CT: Libraries Unlimited. 2005. Print. p.27-29